



JURNAL BISNIS TERAPAN

E-mail: jbt.politeknik.ubaya@gmail.com, Penerbit: Politeknik Ubaya, Surabaya

DOI: <https://doi.org/10.24123/jbt.v2i02.1621>

THE HABIT FORMATION OF SPEAKING ENGLISH FOR BUSINESS ENGLISH STUDENTS OF POLITEKNIK UBAYA IN 4.0 INDUSTRY ERA

Singgih Widodo Limantoro¹

¹Dosen Program Studi Bahasa Inggris Bisnis, Politeknik Ubaya, Surabaya

Email: singgih@staff.ubaya.ac.id

Abstract

This paper investigated the English speaking habit of Business English students of Politeknik Ubaya Surabaya. The Business English study program policy was to ask its students to speak/use English in their lessons that used English as a medium of communication. In this case study, the writer would investigate them mainly on why they didn't speak English in English lessons and what learning strategies they suggested to improve their English. In this paper, the writer would like to collect data through a questionnaire survey with 30 respondents of Business English students of Politeknik Ubaya. He found out that not all the respondents had the English speaking habits in their English lessons for many reasons though the teachers asked them to be in total English immersion. These were some learning strategies the respondents suggested to help cultivate their English competence.

Keywords: English speaking habit, reasons of not using English, learning strategies.

Introduction

It is essential that Business English students who learn English as their foreign or second language to establish good speaking habits because language learning needs much exposure, that is, the use of the language. Linguists also believe that language learning is habit formation. It is important to nurture speaking English by repeating the desired speaking behavior every day until it becomes the learners' new habit, that is, English becomes a daily means of communication in the classrooms. And the repetition of the use of English as the desired language is the key of English total immersion program in order to create good linguistic environment. English total immersion program means that the learners must speak only English as their medium of instructions (Richards et al, 1997: 174). There are also many factors of establishing the English speaking habits in the classrooms, such as the learner, the teacher/facilitator, the peers/classmates, the linguistic environment and learning atmosphere, and the learning methods.

First, the learners have to be aware of the importance of speaking English in their English lessons to improve their speaking skill. They also need a strong commitment to

speak English in their English lessons as the desired actions. They have to know, feel, and do the desired actions in order to form the English speaking habits in their English lessons. They not only know the value/benefits of speaking English in their English lessons but also do it repeatedly, consistently, and automatically in order to become the habit formation of speaking English in class.

Second, the teachers/facilitators should set up the English total immersion rules with the students as a strong commitment to create good learning environmental atmosphere by implementing the wise discipline of speaking English in the classrooms or and outside the classrooms. The English teachers also have to be a good model of the class commitment by speaking English consistently as their medium of instruction.

Third, the peers/classmates also affect the interaction in speaking English in the classroom. The habit formation of using English totally as a medium of instruction starts from the linguistic environment and the learning atmosphere of the classroom. If their peers/classmates are active and persistent to use English in the classroom, the learners are usually motivated to use the same language. Their peers/classmates have big impacts on cultivating the learners' speaking habits. In the classroom, all learners need to communicate and learn one another in the same learning community.

Fourth, the linguistic environment and the learning atmosphere are the fertile soil and the fertilizer to cultivate the learner's speaking habits. As a matter of fact, Indonesia is not the good linguistic environment of learning English since people tend to use non-English languages, such as Indonesian as a means of communication.

Fifth, the learning methods should be in line with the digital technology that the learners use, such as smart phone, computer tablet, and laptop. These educational technological devices are growing fast with these newest devices and the learners tend to learn by using them in non-conventional learning methods. They prefer to learn by using online digital media, blended learning or mobile learning. Blended learning becomes popular learning methods that could combine online learning and face-to-face learning. And mobile learning would also change the conventional learning methods and create educational environment without depending on the classroom settings. The learners could have their own flexible time, place, and pace of learning. The learners could also change their learning habits from the classroom settings to any flexible learning settings.

In this case study, the writer would like to investigate some learning, problems of Business English students of Politeknik Ubaya, such as why didn't all the Business English students speak English in English lessons/subjects? Did they (the respondents) speak/use English in English lessons/subjects in class in order to cultivate their habits of speaking English? And what learning strategies did they like to do in order to improve their English skills?

Moreover, the writer would like to share the benefits of this case study for English teachers who want to improve their students' English competence and cultivate their speaking English habits in 4.0 industry era.

Literature Review

Habit Formation of Speaking English in Classroom Settings

Learning a foreign or second language such as English is also a kind of habit formation in behavioristic perspective. Language is also more than a mere communication code or a cognitive linguistic system; it is a basic ingredient of every social situation (Dornyei, 2009: 2).

Though all the Business English students of Politeknik Ubaya knew the advantages/benefits of using or speaking English in English lessons/subjects but it didn't mean they wanted to use or speak English automatically. It meant that they did not yet acquire the English speaking proficiency or the speaking English habits were still on becoming. There would be a long process of speaking English becoming a daily means of communication or their habit. The learners needed their teachers' support and their internal motivation, awareness, and commitment in order to become English speaking habits. And their teachers could also become as a good model that cultivated the English speaking habits (Iftanti, 2012:158-161)

Forming English Speaking Habits

A habit of English skills, speaking is also nurtured by repeating the desired behavior every day (Iftanti, 2012:150). So, repetition is the key of forming the English speaking habit. Therefore, forming the English speaking habits would be a long 'journey' of learning. Therefore, the learners should be aware of the classrooms is an essential 'journey' to form English speaking habits and improve the other English skills as well. They also feel that using English in the classrooms is beneficial for their learning experience. The more they use or practice their speaking, the better they could speak it. Thus, practice makes perfect. Next, it is not enough for the language learners to know and feel the learning 'journey' but they also have to do or speak English again and again to form their English speaking habits. And this language habits should be maintained, cultivated, and nurtured day by day in order to keep the English speaking habits.

As a matter of fact, the students' English competence might also vary; some are easy to succeed at language learning but some others aren't. There are some factors in predicting the language learning success, such as intelligence that accounts for 20% of variance in predicting success, language aptitude (33%), motivation and perseverance (33%), and others (such as learning style, learning strategies, interest) accounts for 14% in predicting language learning success (Sadtono in Limantoro, 2015)

Previous studies

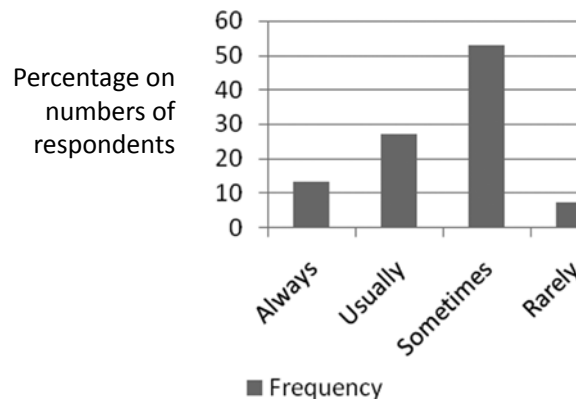
EFL classrooms are potential venues for authentic and real-life language use (Illes&Alcan, 2016). The linguist Noam Chomsky (2015) also criticized that foreign or second language learning (EFL or ESL) was as habit formation or imitation because each learner also had the innate capacity. As a matter of fact, habit formation is a part of culture that refers to what has been grown and groomed or cultivated (Kramsch, 2014:4). Culture is contrasted with nature that refers to what is born (each has their innate capacity) as well. Further, self-awareness is a powerful empowering instrument to allow learners to realize their errors and transform them into positive learning experiences (Yeap et al, 2005:17-18). And language teachers should also consider individual differences; they should review their teaching methods to provide the learners with a motivating learning environment (Goh &Silver, 2008:119). Furthermore, the use of language learning strategies should also make learning easier, faster, more enjoyable, more effective, more self-directed, and more transferable to new situations (Goh &Silver, 2008:109), such as the use of smart phone, computer tablet, and laptop for mobile language learning (Pramana, 2018). Therefore, the English teachers in 4.0 industry era should also unlearn that a classroom is not the only way of learning that the millennial learners prefer to learn but the learners nowadays also have virtual classrooms by mobile learning because learning is also the preferred way to change (Ng, 2008:11). In 4.0 industry era, technology has changed vastly so people also have to change their mindsets for behaviors and expectations are changing as well (Neimans &Timms, 2018:1)

Methodology

In this case study, the writer used a questionnaire survey distributed to 30 students of Business English study program of Politeknik Ubaya Surabaya. This survey was conducted in November 2018. And the writer would like to make the questionnaires on habit formation of speaking English for Business English students of Politeknik Ubaya. The interview validation was also used for respondents that have good English speaking habits.

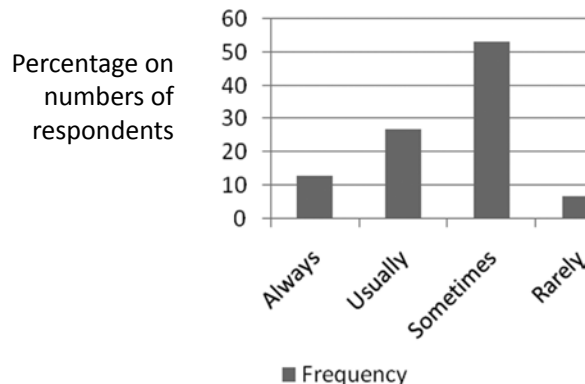
Findings & Discussion

Figure 1. Speaking English in English Classes / Lessons



When asked how often the respondents spoke English in their English classes, they replied that some of them (13%) always spoke English in English classes, some others (27%) usually spoke English in English classes. But, more than half of the respondents (53%) did it, and a few others (7%) rarely did it. Based in these data, the writer could conclude that not all of the respondents spoke English in English classes as their habit many of them (40%) always and usually spoke English in English classes. And more than half of them (60%) sometimes and rarely did it. It meant that they spoke Indonesian with their friends in English classes. In fact, English was not a total means of communication for the respondents in English classes. So, not all of them spoke English in English classes as their habit.

Figure 2. Speaking Indonesian in English Classes / Lessons



When asked how often the respondents spoke Indonesian in their English classes, they replied that a few of them (10%) always spoke Indonesian in English classes and half of them (50%) usually did it. On the other hand, some others (23%) sometimes spoke Indonesians in English classes and some others (17%) rarely did it. It was in line with the previous findings that at least more than half of the respondents (60%) tended to speak Indonesian in their English classes.

From the above figures 1 & 2 above, more than half of the respondents (53%) spoke English in English classes/lessons. It also meant that about half of the respondents (50%) would prefer using Indonesian in English lessons because of their reasons, such as other friends used/spoke Indonesian, they felt more comfortable and confident to use their mother tongue/Indonesian, their English was not as fluent as their Indonesian, they forgot some English words/terms to say, they felt ashamed to speak broken English, and other personal reasons.

When asked about the reasons they didn't speak English in English classes, the respondents replied that they had the following reasons in the table 1 below:

Table 1. Reasons of Not Speaking English in English Classes

| Reasons of the respondents didn't speak English in English classes | Percentage | |
|--|------------|-----|
| | Yes | No |
| They felt afraid of making mistakes if the spoke English in class | 77% | 23% |
| They felt ashamed if they spoke English in English subjects | 36% | 64% |
| They thought that all their friends preferred speaking Indonesian during the English classes | 43% | 57% |
| They forgot to speak English in English classes | 13% | 87% |
| They thought that they had lack of vocabulary | 33% | 67% |
| They thought that they had lack of grammar | 67% | 33% |
| They thought that they had lack of confidence to speak English in English classes | 3% | 97% |

From the Table 1 above, their reasons of not speaking English in English classes were that they felt afraid of making mistakes (77%), they had lack of grammar (67%) and vocabulary (33%), their friends/classmates preferred to speak Indonesian (43%), they felt ashamed of speaking English (36%), they forgot to speak English (13%), and they had a lack of confidence to speak English (3%). Based on the reasons above, there could be categorized into at least four kinds of problems on why they didn't speak English in English classes/lessons: First, problems of soft skills, such as being afraid (77%), being ashamed (36%), and having lack of confidence (3%), second problems of their competence/ability, such as having lack of grammar (67%) and lack of vocabulary (33%), third, problems of the conducive linguistic environment (43%), and fourth, the human problem factor, that is, forgetting to speak English (13%).

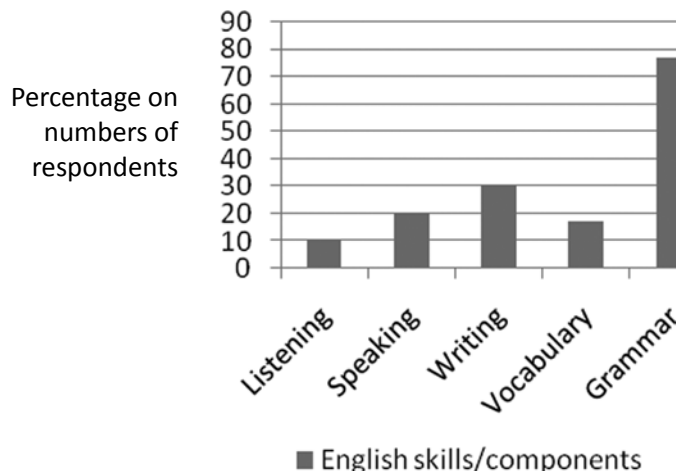
When asked about how long they used their daily English in classes in classes at Business English study program, the respondents replied that they used English in English classes/lessons at Business English study program in the following table:

Table 2. Length of Using English in English Classes per Day

| The length of using English in English classes per day | The percentage of the users/the respondents who used English in English classes per day |
|--|---|
| > 10 hours | 13% |
| 10 >= N > 5 hours | 20% |
| 5 >= N > 3 hours | 23% |
| 3 >= N > 2 hours | 33% |
| < 2 hours | 10% |

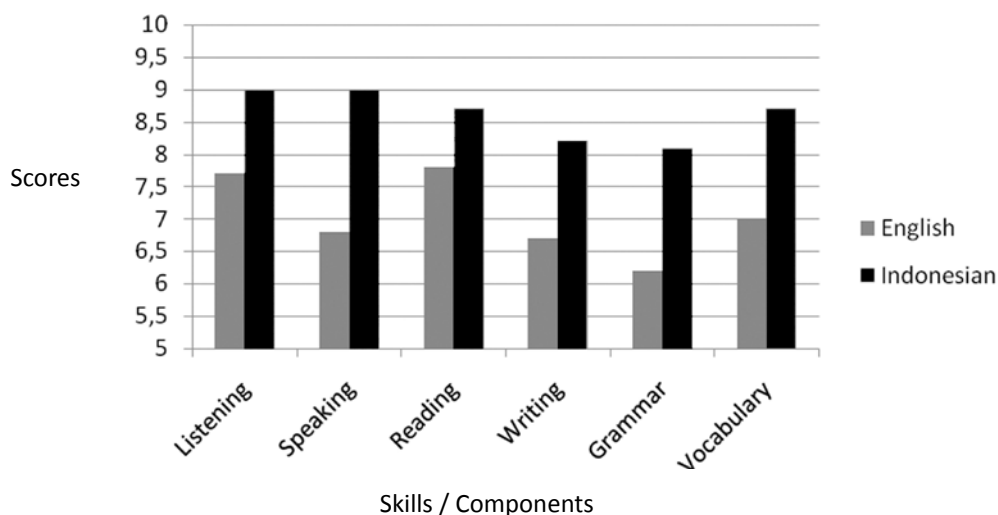
Based on the Table 2 above, the respondents used English in English classes per day for more than ten hours (13%), for more than five hours but the same as or less than ten hours (20%), for more than three hours but the same as or less than five hours (23%), for more than two hours but the same as or less than three hours (33%), and for less than two hours (10%). It meant that some of the respondents (33%) used English in English classes/lessons for the same or more than five hours per day while more than half of the respondents (66%) used English in English classes/lessons for the same as or less than five hours per day. The respondents used the English skills in the classroom settings and outside the classroom. So, the more they used their English, the better they acquired their English competence.

When asked about what the most difficult skill/language component in English, the respondents replied that they had the most difficult skill/language components in English such as grammar (77%), writing (30%), speaking (20%), vocabulary (17%), and listening (10%). So, grammar became one of the most difficult language components in English for these respondents. This can be seen in the following figure:

Figure 3. Their Most Difficult English Skills/Components

When asked about the self-evaluation on their English and Indonesian skills and components, the respondents replied that they evaluated themselves their own English and Indonesian abilities by giving their own average scores in the following chart:

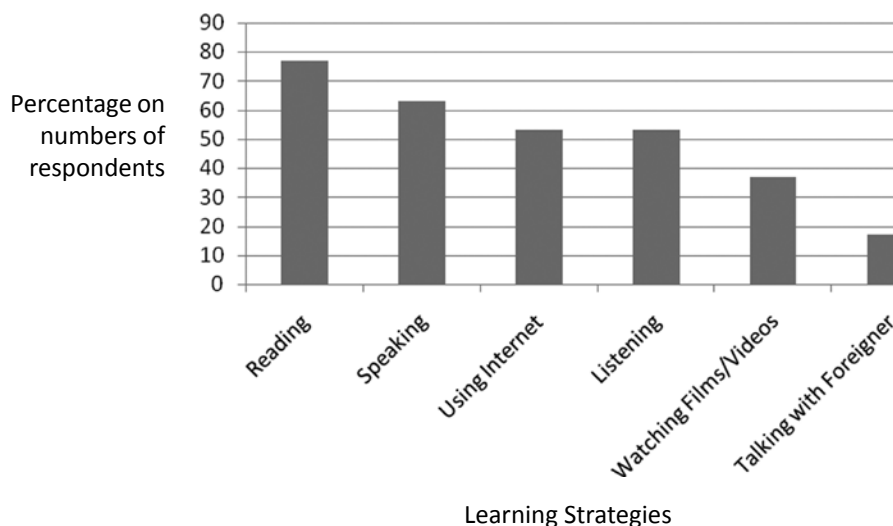
Figure 4. The Average Self-evaluation Scores on Their Own English and Indonesian Abilities



From the Figure 4 above, the respondents thought that grammar was their lowest score for the language components especially the English grammar with their average score 6.2 out of 10. It also seemed that their difficult English skills were writing with their average score 6.7 out of 10 and speaking with their average score 6.8 out of 10. As a matter of facts, lacks of grammar and vocabulary would also impact on their English skills, such as, especially, writing and speaking English. Therefore, the English teacher had to boost their grammar and vocabulary in order to improve their speaking and writing English based on those findings and their individual/personalized learning needs and digital learning trends, such as mobile learning for improving English skills.

When asked about their suggestions on improving their English competence, the respondents replied that they suggested their learning strategies to improve their English by the following figure:

Figure 5. Learning Strategies of The Respondents to Improve English



From the figure above, the respondents suggested their own learning strategies to improve their English, such as reading more English books (77%), speaking English more (63%), using internet/you-tube in English (53%), listening to English songs (53%), watching English films/videos (37%), and talking with foreigners/native speakers (17%). As a part of millennial generation, the respondents could do the mostly above learning strategies by using digital technologies they have, such as smart phones, computer tablets, and laptops. It meant that they could do their learning strategies in flexible time, place, and pace of learning. They might prefer mobile learning in the classroom or outside the classroom as their preferred ways of learning.

Conclusion

Learning English as a foreign or second language is also a kind of habit formation in behavioristic perspective. So, language learning needs much exposure, that is, the use of the language. It is essential to nurture speaking English by repeating the desired speaking behavior every day until it becomes the learners' new habit, that is, English becomes a daily means of communication in the classrooms. And the repetition of the use of English as the desired language is the key of English total immersion program in order to create good linguistic environment.

There are also several factors of establishing the English speaking habits in the classrooms, such as the learner, the teacher/facilitator, the peers/classmates, the linguistic environment and learning atmosphere, and the learning methods. And the learners also needed their teachers' support and their internal motivation, awareness, and commitment in order to become English speaking habits. And their teachers could also become as a good model that cultivated the English speaking habits. That is why, repetition is the key of forming the English speaking habit. And this language habits should be maintained, cultivated, and nurtured day by day in order to keep the English speaking habit

Based on these survey, the writer found out that not all of the respondents spoke English in English classes as their habit many of them (40%) always and usually spoke English in English classes. And more than half of them (60%) sometimes and rarely did it. It meant that they spoke Indonesian with their friends in English classes. Moreover, there could be categorized into at least four kinds of problems on why they didn't speak English in English classes/lessons: First, problems of soft skills, such as being afraid (77%), being ashamed (36%), and having lack of confidence (3%), second problems of their competence/ability, such as having lack of grammar (67%) and lack of vocabulary (33%), third, problems of the good linguistic environment (43%), and fourth, the human problem factor, that is, forgetting to speak English (13%).

Further, the respondents also suggested their own learning strategies to improve their English, such as reading more English books (77%), speaking English more (63%), using internet/you-tube in English (53%), listening to English songs (53%), watching English films/videos (37%), and talking with foreigners/native speakers (17%). As a part of millennial generation, the respondents could do the mostly above learning strategies by using digital technologies they have, such as smart phones, computer tablets, and laptops. It meant that they could do their learning strategies in flexible time, place, and pace of learning. They might prefer mobile learning in the classroom or outside the classroom as their preferred

ways of learning. Therefore, the English teachers in 4.0 industry era should also unlearn that a classroom is not the only way of learning that the millennial learners prefer to learn but the learners nowadays also have virtual classrooms by mobile learning.

Suggestions

In this paper, the writer would like to provide two suggestions for English teachers to make the students speak English as the foreign or second desired language to form English speaking habits in English classes. First, the students need relevant soft-skills, such as the awareness, commitment, discipline, and responsibility on speaking English in English classes. They have to not only make a strict rule/ system but also the role model of the English teachers themselves. Second, the use of language learning strategies should also make learning easier, faster, more enjoyable, more effective, more self-directed, and more transferable to new situations in 4.0 industry era, such as the use of smart phones, computer tablets, and laptops for mobile language learning in flexible time, place, and pace of learning as their preferred ways of learning.

References

- Chomsky, Noam. 2015. *Syntactic Structures*. Mansfield: Martino.
- Dornyei Zoltan, 2012. *The Psychology of Second Language Acquisition*. Oxford: OUP.
- Goh, Christine CM and Silver, Rita Elaine. 2008. *Language Learning: Home, School and Society*. Singapore: Pearson.
- Iftanti, Erna. 2012. A Survey of The English Reading Habits of EFL Students in Indonesia. *TEFLIN Journal Vol 23 No. 3*, 149-164.
- Illes, Era and Akcan, Sumru. 2017. Bringing Real-life Language Use into EFL Classrooms. *ELT Journal, Vol. 71, Issue 1*, pp. 2-12. Retrieved on 5 December 2018 from <https://doi.org/10.1093/elt/ccw049>
- Kramsch, Claire. 2014. *Language and Culture*. Oxford : OUP.
- Limantoro, Singgih Widodo. 2015. The Impacts of Immersion For Learning English. *Proceedings the Second Language Teaching and Translation International Conference. Unika Samata Dharma. ISBN 978-602-18681-9-5*
- Pramana, Edwin. 2018. *Challenges and Opportunities For Indonesia Higher Education in 4.0 Industry Era*. Scientific Speech on STTS Graduation. Sheraton hotel Surabaya on 29 September 2018.
- Richards, Jack C., Platt, John, and Platt, Heidi. 1997. *Longman Dictionary of Language Teaching and Applied Linguistics*. Essex: Addison Wesley Longman.
- Tee, Ng Pak. 2008. *The Learning School*. Singapore: Pearson. Practice Hall.
- Timms, Henry & Heimans, Jeremy. 2018. *New Power: How It's Changing the 21st Century and Why You Need to Know*. London: Macmillian
- Yeap, Lay Leng, Myint Swe Khine, Lim Lee Heam, and Low Guat Tin. 2009. *To Empower, Be Empowered*. Singapore: Mc Graw Hill.

